

2021-22 Student Handbook

Memorial Elementary School

Principal's Message

Dear Parents/Guardians,

This handbook is an important guide for you and your children. School procedures, code of conduct, and important district-wide policies are outlined here. Please read the handbook carefully and keep it handy since most questions you will have during the school year are answered in it.

Everyone at the Hopedale Memorial Elementary School is looking forward to a safe and successful year of learning with you and your children.

Sincerely,

Brian M. Miller
Principal

Mission Statement

The Hopedale Memorial Elementary School has its roots in the traditions of our unique community. Adin Ballou, the founder of Hopedale, believed that school must educate the whole child. Today the Memorial School continues that tradition. We believe that intellectual curiosity and the search for new knowledge should be central to our mission to educate the whole child. The general context within which we work is critical. Children should find and contribute to a compassionate, nurturing, and positive atmosphere. School should be a place of high expectations where there is a sincere quality to all relationships.

There should be recognition of the unique qualities and needs of the individual. Children should feel recognized and valued and they should have a strong belief in themselves. They should know that their contributions as students, classmates, and friends are important. The feeling of "Our School" should prevail.

All members of our school community should understand that they have come to a place of learning where "best" is the goal.

The adults who teach here must understand how each child best learns and to provide the

most favorable context in which teaching and learning can take place. The adults should teach children the essential skills, effective strategies, and necessary tools of learning and to do so in such a way as to motivate all children to achieve beyond their potential. This requires teachers to nurture, inspire, and celebrate all students' achievements.

Our school should provide a rich and safe environment where children will have meaningful opportunities to explore, discover, and construct new knowledge. Our school should provide an environment where each child is motivated by interest, sustained by involvement and will achieve by genuine effort.

Our school should provide a respectful and positive environment where parents are recognized as their child's advocates and engaged members of our school community.

Non-Discrimination

The Hopedale Public Schools do not discriminate on the basis of race, color, religion, national origin, sex, gender identity, sexual orientation, age, genetic information, ancestry, military status, disability, pregnancy or pregnancy related condition.

Title IX

Issues related to Title IX should be directed to the Pupil Personnel Services Director at 508-634-2240.

Important Contact Information

Hopedale Memorial Elementary School..... (508) 634-2214
Fax: (508) 634-0695

Principal

Mr. Brian M. Miller

Assistant Principal

Mrs. Donna M. Hennessy

Team Chair/Special Education Coordinator

Mrs. Kathryn E. Atchue

Secretary to the Elementary Principal

Ms. Linda Tuite

Assistant Secretary

Mrs. Barbara Mangano

Absentee Call-In..... (508) 634-2215

Cafeteria..... (508) 634-2214

Guidance..... (508) 634-2214

Ms. Debora Diemont, Adjustment Counselor

Ms. Daisha Graves, Adjustment Counselor

Mrs. Kelly McPherson-Todd, School Psychologist

Nurse..... (508) 634-2224
Mrs. Kathleen Kavanagh
Superintendent of Schools..... (508) 634-2220
Mrs. Karen Crebase
Pupil Personnel Director..... (508) 634-2240
Mrs. Karen Cosgrove
Transportation Coordinator..... (508) 634-2220
Mrs. Deb Brackett

“No School” / Delayed Opening WMRC Radio 1490 AM
WBZ-TV Channel 4
WCVB-TV Channel 5

Telephone Alert System (Blackboard Connect)

Calendar and Lunch Menu

The monthly calendar is a summary of school events for the month. The lunch menu has choices for the month. These publications are posted on the Memorial school's website at <http://www.hopedaleschools.org> or by using the links provided below.

Bus, Walkers, Drop-offs and Bicyclists

Bus Students

Buses will drop students off at the Memorial School via the Adin St. entrance each morning. Bus dismissal will occur via the Prospect St. entrance each afternoon. All students riding the bus are expected to do so in a RRICK-like manner; safely and demonstrating respectful behavior toward themselves, their peers, the driver and the bus itself.

Walkers and Drop-offs

Parents and families who drive their child/ren to school are to access the **Prospect St. entrance** between 8am-8:20am for morning drop-off. If arriving prior to 8am, please park along the ride hand side of the driveway, not to pass the parking cones in the traffic circle. Please be advised, Memorial School faculty members will be arriving to school up until 8am and have permission to pass the parked cars on their way to the parking lot. Students may exit the vehicles when staff arrive outside at 8am. Please be certain that the children only exit via the passenger side of the vehicle and onto the sidewalk.

This entrance will close at 8:20 a.m., after which time students will be marked tardy. For such occasions, all parents are required to sign their children in as tardy at the cart

located just inside the entrance. **Parents should not drop off their child and drive away without signing them into school.**

Children who walk to school are required to use the Adin St. entrance. They are to wait along the sidewalk by the Adin St. crosswalk until 8am at which time Memorial School faculty will arrive and signal them to walk up the sidewalk and into the building.

Please estimate the amount of time it will take for your child to walk to school and supervise his/her arrival so that he/she is not waiting in an unsupervised situation.

Children should not be left on the school grounds unattended prior to 8:00 a.m. **This is an important safety issue.**

Please adhere to the above schedule as there is no outdoor supervision for students prior to 8:00 a.m.

Walkers and Bicyclists

Exit the building through the Adin Street doors in an orderly manner when dismissed. Walkers are reminded to walk on the sidewalk and not on the private property adjacent to the school. Use caution when crossing roadways and be alert to existing hazards and traffic. All walkers should go directly home immediately after school unless they have prior permission from parents.

Students riding bicycles should walk their bikes down the school sidewalk. **DO NOT RIDE THEM.** Bicyclists must also stay on the school sidewalk and not on the private property adjacent to the school.. All bicycle riders will be required to wear helmets. The school is not responsible for damaged or stolen bicycles.

Vehicles

At dismissal, park your car on the side of the street opposite the building. Vehicles **must not** block access to resident driveways. Be advised that drivers should not be making three-point turns on Adin St. or turning around in residents' driveways during dismissal given the large number of students and congested traffic. All drivers should proceed up Adin St. toward route 16 after picking up the children.

Cars are prohibited from using the Prospect Street entrance from 2:15 p.m. to 3:00 p.m. Only school buses and staff may use this entrance during this times. This will be enforced strictly.

Visitors to School

Visitors (this includes all parents and guardians) are welcome at Memorial School. All visitors to Memorial School must enter the building and sign-in at the School Office (Prospect Street entrance). Visitors, including volunteers, will be given a "Visitor" badge to wear while in the building. A staff member may question you if you are in the building without one. This procedure is a safety measure for your child's protection. If you need to bring something to school for your child, please bring it to the School Office. A staff member will then deliver it to your child. Classroom visitations may occur once the school has been contacted and an appropriate time has been designated.

*** Please be advised that MES visitors will be subject to COVID health and safety protocols***

School hours

Grades K-6 8:15 a.m. - 2:30 p.m.

Regular Dismissal

2:17 p.m. - Kindergarten Walkers/Bus

2:20 p.m. - 1st & 2nd Grade Walkers/Bus

2:22 p.m. - 3rd & 4th Grade Walkers/Bus

2:24 p.m. - 5th & 6th Grade Walkers/Bus

Early Dismissal

Children at the Memorial School are dismissed at 11:50 am on early release and parent conference days. No lunch will be served.

Re-entry of building after school hours

Students and parents should not expect that they will be able to return to their classroom after regular school hours.

Class Assignments

Placing students in classrooms each year is a complex process. Our entire professional staff spends a great deal of time carefully weighing each individual student's academic, social and emotional needs. Issues that are considered in our deliberations include: •

Manageable instructional groupings

- Classrooms with mixed performance levels
- Student learning styles
- Special academic needs
- Peer relations
- Student behavior
- Student interests
- Teaching styles
- Boy-girl distribution
- Class size
- Special needs

- Special situations

On the last day of school, children participate in Step Up Day where they visit their next year's classroom and get to meet both the teacher and the students who will be in their class. Teachers use this opportunity to welcome their new students.

Reporting System

Parents are expected to be active participants in their child's school life. Effective dialogue is at the heart of any reporting system. For this reason, Parent/Teacher Conferences are held in December. One evening is utilized during this week should you need it. Each teacher plans carefully for this meeting, which includes discussion about your child's adjustment and academic progress. Report cards will be given in December, March and June. Students in grades K-6 will be dismissed at 11:50 a.m. on these days.

Your child's record is, by State Law, open to your inspection. Please contact the Principal's Office if you wish an appointment to review your child's record.

In addition to the formal report cards and conferences, meetings with teachers may be scheduled as needed. Either the teacher or parent may schedule a meeting by mutual agreement. Parents should feel free to contact the teacher or other personnel about any aspect of their child's education. Communication is the key to building a strong parent school partnership. Parents are their child's advocates.

Remember your child's teacher is always the first person to be contacted regarding your child's classroom experience.

Homework Policy

Homework reinforces daily work, extends learning begun in the classroom, builds independent study habits, and encourages students to think and work creatively outside of school. Homework also provides the opportunity for the family to participate in the student's education. While students may need occasional assistance on their assignments, this is a prime opportunity for the children to practice their skills independently. Parents should make every effort to provide a suitable environment for their children to complete assignments and provide encouragement, but to let children take responsibility for their homework. At the beginning of the year, during Back to School Night, teachers will outline their expectations for the quantity and quality of homework.

Homework should reflect recent research and be a meaningful extension of the daily learning. The National Education Association (NEA) and the National Parent Teacher Association (NPTA) recommendation of 10 minutes per grade level should be the guideline for all teachers. The faculty has a responsibility to educate parents on the research that drives this policy and how to support their children at home using homework and non-homework activities.

Homework assignments will be avoided during holidays, weekends and vacations. **Long term projects may overlap weekends and/or holidays, so it is always important that**

parents and teachers teach children to manage their time effectively. Please remember that these are guidelines for an average student and your child may take more or less time due to their learning style.

Lunch and Recess

Lunch

Every child should have a healthy lunch every day. Students may bring a lunch from home or participate in the school lunch program. School lunch will remain free of charge this school year, per the State of Massachusetts.

Recess

On most days, except for inclement weather or when the temperature is below 20 degrees fahrenheit, THE CHILDREN WILL BE GOING OUTDOORS before or after lunch. If there is snow on the ground the children will be playing outside. They will be allowed to play in the snow if they have boots and snow pants. Otherwise, they will remain on the hardtop areas. Please be sure your child is dressed appropriately for the weather. Students should wear sneakers during recess to ensure proper support and safety. **"Flip flops" or "slides" are not permitted to be worn outside for recess.**

Lunch/Recess Schedule

| | |
|-----------|-----------|
| Lunch | 2nd lunch |
| 1st lunch | 3rd lunch |

Time Grades

10:45 - 11:30 am Grades 1 and 2

11:30 - 12:15 Grades 3 and 4

12:15-1:00pm Grades 5 and 6

**1:00 - 1:30 pm Kindergarten
(lunch only)**

Please note: When one grade is eating the other is enjoying recess.

Lines of Communication

When concerns arise regarding a child in the classroom, whether it is regarding progress, grades, homework, teacher-student relationships, etc., we ask that you follow the procedure outlined here:

1. Parent should contact the teacher directly.
2. Parent and teacher discuss the concern and work together towards resolution.
3. If after a reasonable time the issue is not resolved, the parent may contact the Principal or Assistant Principal.
4. A meeting of the parent, the teacher, the Principal and/or the Assistant Principal will be held after the Principal and/or Assistant Principal has discussed the issue with the teacher.

Kindergarten and First Grade Entrance Age

Children must have reached their fifth birthday by August 31 of a given year to enter kindergarten in that school year. Children must have reached the age of six by August 31 of a given year to enter grade one in that school year.

School Choice

The Hopedale Schools participate in the statewide School Choice Program. Please call the Superintendent or Principal's Office for information regarding this program and its policies.

Transfers from/to Other Schools

Parents of children entering the Memorial School from another system must complete a registration form at the Principal's Office. At that time you should present an official transfer card from the previous school system, copy of birth certificate, health form that includes physical and immunizations, proof of residency, and documentation of last completed grade. Parents of children who are leaving the Memorial School should notify the Principal's Office as soon as their plans are finalized so that the appropriate arrangements can be made for the transferring of records. You will then need to come into the Principal's Office to sign a Request for Records form.

School Council

Subject to the Massachusetts Education Reform Act of 1993, a School Council is in place at the Memorial School. A School Council is a representative, school building-based committee composed of the principal, parents, teachers, and community members. It provides for a comprehensive strengthening of local school system leadership for school improvement.

The Council is a vehicle for involving parents and teachers in school decision making and expanding the bond between school and community. It serves as an advisory council to the principal. Teachers and parents are elected from their membership to serve two or three year terms. Meetings are held monthly to discuss issues of importance to the school. Meetings are open to the public and published in the monthly calendar.

Dress Guidelines

Parents are expected to help children make good choices about the clothes they wear to school. Our guidelines are to provide parents and students with information that will help direct you when making those choices. Current fashion and appropriate dress are not mutually exclusive. We know that it is the responsibility of the parents to ensure that children come to school ready to learn. This includes assuring that children's clothing is not distracting or becomes the subject of teasing by others.

Students are not to wear:

- Clothing that advertises tobacco products, alcohol products or advocates the use of illegal drugs.
- Clothing that celebrates violence or depicts violent acts.
- Clothing that other people find offensive or in bad taste. Examples of this would be t-shirts with insults or put-downs.
- Clothing that is overly revealing such as: short shorts, shirts exposing midriffs, extremely short skirt, etc... Tank tops should be three fingers width (camosals are not appropriate clothing).
- Hats and bandanas in the building.
- **In the event that a student's dress is deemed inappropriate and/or overly revealing, parents will be contacted to bring appropriate clothing to the school for their child.**

Any head wear or other clothing that is worn for religious purposes is excluded from the guidelines that may apply. Please refer to the Hopedale Public Schools Policies of the School Committee: JICA Dress Code.

Telephones

The school telephone is primarily for business and emergencies. Tying up a telephone line by students to deliver messages to parents or to receive messages from them is discouraged. This includes phone calls for forgotten instruments, lunches, etc... that cause unnecessary classroom interruptions. Messages can be avoided by planning ahead.

Students should not have cell phones with them in school. If parents choose to send a cell phone to school with their child for after school use, it must remain in the student's backpack, turned off, during the entire school day. Cell phones being used during the school day will be taken away and kept in the office until the end of the day. Additionally, students should not be using their cell phones while riding the school bus. Repeated offense will result in the phone being taken away and kept in the office until a parent comes to retrieve it.

Lost and Found

Lost valuables are kept in the Principal's Office. Other articles are collected in a large box, which is located outside of the office. There is always a large number of jackets, lunch boxes, sweatshirts, and other items in the box. Please clearly mark all outer clothing and lunch boxes with the student's name. Parents and students are strongly encouraged to check this box regularly. All items not claimed are given to a charitable organization monthly and at the end of the year.

Food Guidelines in School

A. Food as an integral part of learning

Acceptable uses include:

1. **Science and Family Consumer Sciences Courses** - The use of food and/or natural products is a fundamental part of course content or conduct. Selection of materials and/or recipes should be made with sensitivity to students' food allergies. Where consumption of recipes is part of the expectation, all ingredients must be clearly communicated.
2. **Food as Cultural Enrichment** - In the study of different languages, cultures, and eras, an exposure to foods may be a reasonable way to enhance student learning, as part of a specific unit or event. Where food may be brought from outside the school, teachers must do two things: (1) inform parents in advance, and (2) post all ingredients next to the product. In most cases, the quantity of food should not substitute for or constitute a complete meal.

B. Food that is nice but not necessary

Use of food as a manipulative, as a motivator, as a reward, or as a comfort, is NOT in keeping with the School Committee's intent under this policy. Non-food forms of motivation, reward, and comfort are encouraged. Please find alternatives to food.

C. Food as an aspect of celebration

The School Committee supports endless celebrations of students, but seeks to limit the

number of celebrations with food in any given year. Teachers are expected to:

1. Obtain prior approval for a food celebration from their principal or school administrator
2. Plan food offerings according to attached nutritional guidelines
3. Explain to parents that unsolicited food items will be returned, and then follow through with this rule.

D. Food as a Fundraising Item

This policy does not seek to limit sales on food items for use outside of school grounds.

Student Safety Evaluation

Every effort will be made to maintain a safe environment for all students. In rare instances, a student may express thoughts or act in a manner which raises with other students or instructional staff a concern for personal safety. When these concerns are raised, they will be investigated. As part of this investigation, a student may be required to participate in a safety evaluation. The goal of this evaluation will be to determine if the student can participate in the school setting in a safe manner. It may be necessary for a student to remain at home until this evaluation has been completed and a report received.

Release of Directory Information

Under Department of Education regulations, the Hopedale Public Schools may release the following information regarding students without prior consent: a student's name, address, telephone number, date and place of birth, major areas of study, weight and height of members of athletic teams, class, participation in officially recognized activities and sports, degrees, honors and awards and post high school plans. Parents, or students over the age of 14, may notify the Building Principal or their designee in writing not to release such information without prior consent. The school will comply with such request not to release information with reasonable notice.

Attendance

In accordance with the General Laws of the Commonwealth of Massachusetts (Chapter 76, Section 1) students are required to attend school the number of days required by the Board of Education. The education of children is a responsibility shared by both the school and parent/guardian(s). Regular and punctual school attendance is essential for success in school and will be closely monitored in accordance with the law.

SCHOOL ATTENDANCE:

1. For the purpose of this procedure, an **absence** will be defined as occurring any time a student is not present at the start of the school day, and does not check in (as late/tardy to school) with the school's office. An absence is counted if a student arrives after 11:30am and leaves prior to 11:30am without return.

2. A **tardy** to school will be defined as occurring any time a student arrives late to school and needs to go to the office in order to be considered present and attending school for the remainder of the day.
3. A **dismissal** from school will be defined as occurring any time a student leaves school prior to the end of the school day.
4. It is recognized that students may miss school for a number of reasons in which a physician's note or an alternative excuse may be considered. Any absence, tardy or dismissal that is explained or covered by a physician's note, or other excuse deemed acceptable, may not be counted in determining if a school consequence or further intervention is necessary at the discretion of the administration.
5. A student dismissed by a School Nurse will be excused the following day upon recommendation of the School Nurse.

The following absences are defined as excused absences:

- Illness covered by a physician's note or other medical professional, including extended absences
- Bereavement when confirmed in writing by parent/guardian
- Observance of religious holidays
- Mandated legal obligations
- Personal/family emergencies excused by administrator
- Approved school related activities only

The following absences are defined as unexcused absences:

- Family vacations or trips
- Repetitive or chronic absence or tardiness due to illness or injury not documented by a doctor or medical professional
- Undocumented absences where parent/guardian has not called the school the day of absence
- Non-emergency family situations

STUDENT ABSENCE NOTIFICATION PROGRAM:

Chapter 76 Section 1A of the General Laws of Massachusetts states that the School Committee of a city, town or regional school has the obligation to establish a student absence notification program to be monitored by the school. Students are not allowed to call in their absences.

Parent/guardian(s) of each student must call the school prior to the start of the school day on the morning of the absence to inform the school staff of the following information: child's name, child's grade, name of person calling and reason for absence. If a student is absent and the school is not notified by 9:00am, a call will be made to your home or workplace for a safety check. It is important that parents/guardians provide their current contact information to ensure prompt and proper notification can be made.

Absentee Call In Phone Number: 508-634-2215

Please note: Parents/guardian(s) are asked to take attendance seriously. A phone call does

not excuse your child's absence. In order for medical absences to be excused, please provide a written physician note within five (5) school days of the absence. A note stating other reasons for an absence, tardy or dismissal should be presented upon the child's return to school. The note will be reviewed and an administrator will determine if it is excused. If a student is absent for other than the reasons stated above for seven (7) full day sessions within any six (6) month period, the parent/guardian(s) may be sent a written notice of the absences. Parent/guardian(s) will be given the opportunity to meet with the designated staff member to discuss the student's status and determine reasonable interventions to ensure consistent attendance in school.

LEGAL REFS.: M.G.L. 76:1; 76:16; 76:20

The following is a step-by-step procedure that will be used to address **Unexcused Absences:**

Step One: In accordance with the law, each school committee shall have a policy of notifying the parent or guardian of a student who has missed five (5) or more school days unexcused in a year. When a student has a total of five (5) unexcused days of non-attendance, the student's teacher will notify the parent/guardian(s) that their child has had five (5) unexcused absences.

Step Two: When a student has a total of seven (7) unexcused days of non-attendance within a six (6) month period, either directly due to absences or in combination with tardies and dismissals, a letter will be sent to the student's parents/guardian(s) notifying the family that the student is at risk for requiring an intervention that would necessitate school communication.

Step Three: When a student has a total of nine (9) unexcused days of non-attendance a second letter notifying the parents/guardian(s) will be sent, requesting them to contact the school to schedule a mandatory school conference with the Assistant Principal and/or the Principal. In accordance with the law, the school principal or a designee makes a reasonable effort to meet with the parents/guardian(s) of a student who has five (5) or more unexcused absences to develop an action plan to support improved attendance. **Step Four:** If a student continues to have unexcused absences totaling eleven (11) days of non-attendance and the parents/guardian(s) did not participate in a mandatory school conference, the Assistant Principal will be obligated to refer the student to the Milford District Court due to ongoing attendance concerns. A Child Requiring Assistance (CRA) or Failure to Cause-Attendance application will be filed. The court will then determine if further intervention is warranted.

Unnecessary absences due to a student's willful decision or parent's inability or unwillingness to ensure attendance is a violation of law and district policy.

Any student who is dismissed before 11:30am, who is absent, or who arrives to school after 11:30am will be ineligible to participate in any extra-curricular activity for that day, except in extraordinary circumstances with special permission from the Principal.

Tardy

Children who arrive at the Memorial School after 8:20 a.m. are marked tardy. Parents must provide a note of explanation when a child is late for school. Children must be brought to the Prospect Street entrance and signed in at the office when they arrive after 8:20 a.m.

Returning to School

Upon returning to school, students must provide a written note to the teacher explaining the reason for the absence. If your child is out of school due to illness for ten days or more, State Law requires a physician's note for re-admittance to school. In the case of an extended legal absence (14 days), home tutoring will be arranged through the Pupil Personnel Director.

Children dismissed early

Students should **not be dismissed** from class except in cases of illness or injury. Parents are requested to make regular appointments with physicians, dentists and orthodontists AFTER school hours.

If a child must be dismissed during the school day, a note must be sent from home on the morning of the dismissal specifying the time the student is to be picked up and by whom. All parents must report to the Principal's Office (Prospect Street entrance) to pick up their child and to sign the Tardy/Dismissal Log. The person picking up the child may be required to show identification to the school secretary. For your child's safety, no child will be dismissed from school unless the parent or designee reports to the school office and signs the child out. If returning to school the same day, the student must be signed in by the parent or responsible adult to indicate his/her return to the building.

Changes in Student's End of Day

Parents are required to send a note to school when there is a deviation from the child's normal method of returning home from school. Please **do not** call the school to change dismissal plans (**with the exception of a legitimate emergency**); this only creates confusion for the child, the Principal's Office, and the classroom teacher. Additionally, do not email the office or teacher with a change of student dismissal as neither the office staff nor the teacher may have the opportunity to view their email prior to day's end. Plans should be made in advance so that written communication can be sent to school by the child's parent on the morning of the change.

Religious Holidays

Students participating in religious holidays should not be expected to continue school work

at home on the day(s) of the religious holiday. Teachers are encouraged to avoid giving assessments on these days. Absences due to religious holidays are excused absences according to our attendance policy.

Transportation/Bus Policy

All bus students are expected to exhibit good conduct and courtesy on the bus and at the bus stop. Students are to board the bus in an orderly fashion. They must take their assigned seat. Students are not to change seats after being seated. School Administration works closely with the bus drivers to model and reinforce safe and expected behaviors in alignment with the principles of Positive Behavior Interventions & Supports (PBIS).

All students are expected to:

- Keep their feet and back packs out of the aisle after being seated
- Talk in an indoor voice only
- Keep hands and arms inside the windows
- Not eat or drink on the bus
- Be seated while the bus is moving
- Wait until the bus comes to a complete stop before leaving their seats
- Be Respectful, Responsible, Intelligent, Courageous, and Kind on the bus.

Students who cross the street after they leave the bus are to walk in front of the bus. Only authorized students may ride the school buses to and from school. Criteria for eligibility will be based on State Laws, distance involved, age of student, safety factors, and past practice. Bus students must provide a note from home when they are **not** going to ride the bus. Bus service is not available for visiting friends, students who are ineligible for the bus or after-school activities.

Non-fee busing is available for students who reside 2 miles or more from school. Students are to ride only on those buses to which they are assigned. Students who are not eligible to ride the bus and who want transportation provided between home and school will pay to ride.

Bus Fee: \$250.00 per student, \$500.00 for two or more per family.

The school's responsibility for supervision begins with the arrival of the bus at a pick up point and ends at the point of drop off at the end of the day. The supervision of students on route, to and from a pick up point and while waiting for the bus arrival is the responsibility of the parent. Students are not to get off at any stop other than their own without written permission from home to the Principal's Office.

Behavioral expectations are posted on each bus. Students who choose not to follow the bus and safety rules will be reported to the office. This can result in a variety of consequences including re-teaching of posted bus rules, verbal prompts to demonstrate safe & expected bus behaviors, change of assigned seat, meeting with Principal/Assistant Principal and suspension from the bus.

Parents Advisory Council on Education

P.A.C.E. is the Memorial School's parent organization. Through the diligent and effective work of parents this organization raises thousands of dollars through family donations and fundraising. The money goes to support enrichment programs in the performing arts, science, math and field trips. Seed money is provided to teachers to fund special curriculum related projects, activities, materials, and resources. It is through the generous work of all members of P.A.C.E. -all participating families- that programs which enrich and enliven children's school experience become part of their school year.

Special Programs

Student Council - Representative students in grades five and six meet to plan school-wide activities and events. They also serve as a student advisory group to the principal. Nature's Classroom - Sixth grade students attend a weeklong off site environmental learning experience. It is a multi-disciplinary, hands-on, community-building adventure. Memorial School teachers attend with the students.

Instrument Lessons - Students in grades five and six may take advantage of lessons provided by the music teacher. Since lessons are conducted during the school day, instrument students are taken out of their academic classes for their lessons. Band - Students in grades five and six who take instrument lessons may participate in the band. The band performs at two concerts per year.

Chorus - Students in grades five and six may join Chorus. The Chorus performs at two concerts per year. Two fifth/sixth grade classes participate in Chorus for the first half of the year and two fifth/sixth grade classes participate in Chorus for the second half of the year. Students not participating in Chorus the first or second half of the year will take General Music for that half of the year.

Ricktones - Members of the Chorus may audition to become a member. School Play - Students in grades 5 and 6 are invited to audition for the annual spring musical play. Please be aware that an audition does not guarantee a part in the play. Parts and roles are determined by the Director.

Cultural Enrichment Programs - Field trips and assemblies are an integral part of the Memorial School offerings. (Most are funded by parents' generous work through P.A.C.E.) assigned at the discretion of the Director.

After School Enrichment Programs - Memorial School students have the opportunity to participate in a variety of after school enrichment programs. These programs meet on a weekly basis for a limited time period, typically between six and eight weeks in length, and are fee-based.

President's Education Awards Program - This program, sponsored by the US Department of Education, recognizes and honors outstanding educational achievement and leadership among our grade 6 students. Extra effort/most improved student awards are also given.

Massachusetts Children's Book Awards - Students in grades 4 through 6 are encouraged to participate in this program. Every year, several outstanding books are nominated by the members of the Massachusetts Association of School Librarians. Students read the nominated books and participate in a variety of events held in our school's Library. In late winter, our students vote for their favorite book and the votes are submitted as part of the

State-wide voting for the award winning title. The winning book is announced at a special event for the students in the spring.

Special Education

Special education programs for inclusion of students who have needs which cannot be serviced in the regular program are mandated by Massachusetts General Law 81B (Chapter 766) and the Federal Public Law 91-142. The intent of both of these laws is to provide a free and appropriate public education to all citizens and in particular to students with special needs between the ages of three and twenty-two. All Public Schools are responsible to identify, screen, refer, and evaluate students who learn differently due to specific cognitive, emotional and/or physical characteristics that disrupt typical academic progress. These students may be referred for a Special Education evaluation once it has been demonstrated that significant interventions have been in place but have resulted in continued lack of appropriate progress. This evaluation includes specialized testing followed by a TEAM meeting to determine if the student has special needs and to determine the appropriate services to address those needs. A student who is eligible will have an Individual Education Plan that will specifically state the specific services and the goals of those services. Questions about either the law or a child's particular program may be directed to the TEAM Chair at the Memorial School or to the Pupil Personnel Director at the central office.

Students with Disabilities

Everyone is capable of learning. Given the many variables that impact learning, it is not surprising that some students may experience difficulty at some point. There are many ways in which any student can receive assistance from school when these difficulties arise. Extra assistance can come from the classroom teacher or instructional assistant by direct involvement. Teachers are able to make accommodations within the classroom if they know a student responds best to a particular approach. Additionally, there is a range of learning tools and strategies that can be used to help students within the class. Parents seeking to work with their children at home can consult with the teachers to find additional ways of providing support.

For students who have a disability and are eligible, support services can be provided under the umbrella of two federal laws which serve as guides for the schools. One of these laws is Section 504 of the Rehabilitation Act of 1973, a civil rights law. This law was passed to prevent discrimination against individuals with disabilities. This law also guarantees that the educational needs of students with physical or mental impairments which substantially limit one or more of their major life activities (i.e., walking, learning, etc.) will be met as well as the needs of non-disabled students are met. For example, a child with a specific disability or impairment that interferes with the ability to access classroom learning, or the school's physical environment, may be eligible under Section 504 to receive services or

accommodations that will give him/her the chance to participate in the class to the same extent that non-disabled students participate.

Under this regulation, if a student is eligible, a team of educators within the building develops a Section 504 Plan that will recommend services and/or accommodations. Parents seeking more information about eligibility under Section 504 can contact the Building Principal or their designee.

The other support program within the public schools for students with a disability is special education, which is governed by two laws, the Individuals with Disabilities Education Act ("IDEA") and M.G.L. Ch71B. To be eligible for special education under these laws, student must have a recognized disability that interferes with his/her ability to make effective progress in school and require specially designated instruction in order to make effective progress in school. In addition, the student would need to or require related services in order to access the general curriculum. An education TEAM, including parents, makes decisions about eligibility and programming. If a TEAM finds a student eligible for special education services, the TEAM will draft an Individualized Education Program ("IEP") that will propose appropriate accommodations, services, and specialized instruction for the student. Parents seeking more information about special education can contact the TEAM Chairperson assigned at the school. In addition, there is a Brochure of Procedural Safeguards available from the TEAM Chairperson or the PPS Office.

Discipline of Students with Disabilities

Although all students are expected to meet requirements of the Student Discipline Code as set forth in this handbook, if the TEAM has determined that a student cannot be expected to meet this Code, it shall be documented in the student's Individualized Education Program (IEP), or a 504 plan. All alternative approaches to the Code must be listed in the student's IEP, or a 504 plan.

A student who has an IEP, or has been considered to be in need of special education, may be disciplined and/or suspended in the same manner as a non-eligible student for any period

if it does not exceed ten (10) cumulative days in the school year. Before a suspension of a special education student that goes beyond this total of ten (10) cumulative days, a Manifestation Determination shall be made at a TEAM meeting; a Functional Behavioral Assessment may be completed as well by a PPS Staff person.

If all the process requirements set forth for the Manifest Determination have been met, then the TEAM has one of two choices to make based on the answers to two (2) questions. These questions are: (a) "Was the conduct in question caused by, or did it have a direct and substantial relationship to the student's disability?" and (b) "Was the conduct in question the direct result of the school's failure to implement the student's IEP?" The TEAM may determine that the conduct was not a manifestation of the student's disability, and the student may be disciplined in the same manner as a non-eligible special education student, such as being excluded for more than ten (10) days. In cases involving removals for behavior not found to be a manifestation of the student's disability, the IEP TEAM shall also establish how the special education services will be provided when the student is excluded.

If the IEP TEAM determines that the behavior creating the need for exclusion is a manifestation of the student's disability, the TEAM must take immediate steps to remedy those deficiencies in the student's IEP, or placement, and/or in their implementations in order to better address the behaviors and prevent them from recurring. The above rights also apply to students who have 504 Plans, and whose behavior may be a manifestation of their disability.

Parents have the right to appeal the manifestation determination. The process for this appeal can be reviewed with the TEAM Chairperson or PPS Director. During the appeal, the student shall be educated in the last agreed upon education placement following the existing IEP.

Whether or not the student's conduct/behavior is a manifestation of the disability, the student may be placed in an intermediate alternative educational setting if there is documentation of carrying or possessing a weapon at school, on school premises, or at a school function, of knowingly possessing, using, selling, or soliciting the sale of a controlled substance while at school, on school premises, or at a school function; or inflicting serious bodily injury upon another person while at school, on school premises, or at a school function. The above rights also apply to students who have been referred for special education services, even if it has not been determined if the student is eligible of special education services at the time of the infraction of the Code. If it is deemed that the school knew, or should have known, that the student was in need of special education services at the time of misconduct under consideration, then the same protections may apply to those students. All appeals about discipline cases can be made directly to the Bureau of Special Education Appeals. Contact information is as follows:

Bureau of Special Education Appeals
Massachusetts Department of Education
350 Main Street
Malden, MA 02148
781-338-6400

Guidance

The Guidance Program at the Memorial School serves as a support system for all students, staff, administrators, and parents. This important program supports the healthy social and emotional growth of our students. The School Adjustment Counselors and School Psychologist each work as facilitators with students who need to solve problems individually, in small groups or with the entire class. Each routinely participates in Special Education TEAM meetings as well.

Health Information

A full time registered nurse who maintains medical records for each child is on duty at Memorial School. If your child should become seriously ill or injured during school, you will be notified. For this reason, the school **must** have the following information: 1. Home telephone number

2. Telephone numbers of parents (cell and work)
3. Names and telephone numbers of at least two **local** people (preferably neighbors) who may be contacted if the parents are not home
4. Name and telephone number of family physician

It is imperative that this information be **current in order to ensure the safety of every child**. All changes must be put in writing and sent to the Principal's office. If we are not able to reach you or your designee and the illness or injury warrants it, your child may be transported to Milford Regional Medical Center.

You are responsible for providing transportation home for your child if he/she becomes ill during school hours.

Before entering school and at grade 4, a physical report by your child's physician and health immunization record are required.

The school should be informed of any life-threatening allergies, health issues, e.g., diabetes or asthma, and any vision or hearing problems. This information should be kept current.

Fifth and sixth graders will be checked for postural problems. Advance notice for this scoliosis screening will be sent home. If a parent excludes their child from scoliosis screening, it is requested that a physical from their private medical provider be sent to school. On screening day, girls will need to wear appropriate clothing so that their backs may be checked by the school nurse. Boys are checked during Gym class by their instructor. Parents will receive notice if any problems are detected.

Basal Metabolic Index (BMI) is offered for Grades 1 and 4. This is a measurement of height and weight performed privately in the nurse's office.

Weekly fluoride rinses for students in Grades 1-6 is voluntary with written parental permission.

Immunizations

Immunizations are required before starting school and include the 5 DPT series, 4 polio series, 2 measles, mumps, and rubella (MMR), the 3 hepatitis B vaccinations, 2 varicella series, and a lead test. Before entering grade 7, students are required to have a booster DT vaccination.

Exemptions are allowed only for medical or religious reasons and must be documented in writing. Philosophical reasons are not exempted in Massachusetts.

Hearing (K-3) and vision (K-5) screening is done annually by the school nurse and by referral.

Insurance

Insurance is available for all children. The forms are sent home during the first week of

school and are also available in the Principal's Office at any time during the school year. These applications must be completed and mailed with the proper payment directly to the insurance company. All other business should be directed to the insurance company.

Medication Policy

State Law strictly regulates the use and/or administration of medication. If your child must take medicine, whether prescribed or over the counter, during school hours or if he/she needs to have medication available for emergencies including Epipens or inhalers, you must complete the permission form available from the nurse. The prescribing physician and the parent must complete the two-part form. An adult must bring the medication in a pharmacy-labeled container, into the school. Prescriptions and over the counter medications need to be renewed by the physician annually if they are to be continued in the next school calendar year.

Over the counter medicine, prescription medication, and/or controlled drugs are prohibited in a student's possession on school property. No medications are to be brought to school by students.

Students on ANTIBIOTICS should remain at home 24 hours before returning to school unless the physician orders otherwise. After checking in at the Principal's Office, a parent may come into the school and administer medication to his/her own child at any time.

Communicable Diseases

In order to prevent the spread of communicable diseases and to insure rapid recovery with a minimum of after effects, it is advisable to keep a child home from school when he/she shows such symptoms as fever, chills, coughing, earache, headache, runny nose, sore throat, or skin eruptions. If any symptoms are found in a child at school, the parents will be notified. Students are to be kept home for at least 24 hours after a fever over 100 degrees and/or vomiting.

Please do not send your child to school with these symptoms while awaiting a call from the doctor. Your child will only infect other children and further spread the disease. All communicable diseases, for example, chicken pox, strep infection, impetigo, are to be reported to the school nurse, principal or secretary. The nurse will be able to check for further spread of the disease and report the illness to the Board of Health, if necessary.

Concussion Information

Research has estimated that 5-10% of high school or college contact sports students sustain a concussion each year. These estimates likely understate the true incidence of concussion. In one investigation, over 50% of high school football athletes did not report their injury to a

parent, coach or medical professional. A concussion is an alteration of mental status resulting from the brain being jostled inside of the skull due to a blow of the head or body. Among the many symptoms associated with concussion, headache, dizziness, confusion, amnesia, nausea and disorientation are commonly reported. Loss of consciousness, however, occurs in less than 10% of all injuries and is not an indicator of concussion severity. Also, following the injury, the student may experience other difficulties such as sensitivity to light and sound, forgetfulness, fatigue, and emotional changes such as anxiety or depression.

Most students who sustain a concussion can fully recover as long as the brain has had time to heal before sustaining another hit; however, relying only on a student's self-report of symptoms to determine injury recovery is inadequate as many high school students are not aware of the signs and symptoms of injury, the severity concussive injuries pose, or they may feel pressure from coaches, parents, and/or teammates to return to play as quickly as possible. One or more of these factors will likely result in under-diagnosing the injury and a premature return to play. Research has shown that young concussed students who return to play before their brain has healed are highly vulnerable to more prolonged post-concussion syndrome or, in rare cases, a catastrophic neurological injury known as Second Impact Syndrome.

Policies and procedures must address sports-related head injuries occurring in extracurricular athletic activities, but may be applied to all head injuries in students. Review and revision of such policies and procedures shall occur as needed, but at least every two years. At a minimum, these policies should include:

1. Annual training of persons specified in 105 CMR 201.008 in the prevention and recognition of a sports-related head injury, including second impact syndrome, and documentation of each person's completion of such training. Participants in the training shall include: Coaches, Athletic Trainers, Parent Volunteers for any athletic activity; Physicians employed by the school or who volunteer for any extracurricular athletic activity; School Nurses or nurses who volunteer for any extracurricular athletic activity; Athletic Directors; and School Marching Band Directors;
2. Documentation of annual physical examinations of students participating in extracurricular athletic activities, consistent with 105 CMR 200.00, and completion of the Department Pre-Participation Head Injury/Concussion Reporting Form for Extracurricular Activities (herein after "Department Pre-participation Form");
 - Documentation of student's history of head injury(ies) including concussion(s).
3. Inclusion of the sports-related head injury policy and information in the Student Handbook;
4. A requirement that head injuries or suspected concussions sustained in practices or games be reported to the student's parent so the parent may take the student to a medical provider for appropriate medical evaluation and treatment;

5. A requirement that head injuries or suspected concussions be reported to the school nurse, school physician and certified athletic trainer, if there are such health care professionals on staff;
6. Children and teens with a concussion should NEVER return to sports or recreation activities on the same day the injury incurred. They should delay returning to their activities until a health care professional experienced in evaluating for concussion says they are symptom-free and it is OK to return to play. This means, until permitted, not returning to:
 - Physical education
 - Sports practices or games, or
 - Physical activity at recess
7. Instructions to coaches, trainers and volunteers to teach form, techniques and skills that minimize sports-related head injury. A coach, trainer or volunteer for an extracurricular athletic activity shall be directed to discourage and prohibit a student from engaging in any unreasonably dangerous athletic technique that endangers the health or safety of a student, including using a helmet or any other sports equipment as a weapon; and;
8. Penalties, including but not limited to, personnel sanctions for failure to comply with provisions of the school's policy;
9. How can I help my child return to school safely after a concussion? Help your child or teen get needed support when returning to school after a concussion. Talk with your child's teachers, school nurse, coach, speech-language pathologist, or counselor about your child's concussion and symptoms. Your child may feel frustrated, sad, and even angry because he/she cannot return to recreation and sports right away, or cannot keep up with schoolwork. Your child may also feel isolated from peers and social networks. Talk often with your child about these issues and offer your support and encouragement. As your child's symptoms decrease, the extra help or support can be removed gradually. Children and teens who return to school after a concussion may need to:
 - Take rest breaks as needed
 - Spend fewer hours at school
 - Be given more time to take tests or complete assignments
 - Receive help with school work
 - Reduce time spent reading, writing or on the computer

School Emergency Procedures

NO SCHOOL"/ DELAYED OPENING ANNOUNCEMENTS

It is the policy of the Hopedale Schools to close or delay the opening of school in cases of extreme weather or travel conditions. The school uses the Telephone Alert System (Blackboard Connect) to communicate information quickly and efficiently to a "large group" of students, parents, guardians and staff. All changes will be broadcast on WMRC radio 1490 AM, WBZ-TV Channel 4 and WCVB-TV Channel 5. If school is delayed, transportation and school schedules will be delayed by one or two hours, as announced.

5.2 EMERGENCY CLOSINGS

If school is dismissed early for any emergency, weather being one, the One Call Now Notification System will be used and also the time will be announced on WMRC radio 1490 AM. Parents must have a predetermined place for students to go if school should be dismissed early. It is essential that you and your children discuss your plan for this type of emergency. Please have this discussion on a regular basis.

5.3 FIRE DRILLS/LOCKDOWN DRILLS

Fire drills as well as Lock Down Drills are held throughout the year as a means to practice ensuring student safety in the event of an emergency. These are usually conducted at times that avoid any extreme weather conditions. During the drills, the faculty will evacuate the children from the building in an orderly manner and gather in designated areas clear of the building and fire apparatus. Specific instructions for exiting are different for each building area. Exit instructions for each room are posted in a conspicuous place.

5.4 CIVIL DEFENSE ALERT

In case of an alert where there is little warning, the teachers and students will file into the corridors and sit on the floor. If there is sufficient time, students and teachers will be dismissed to go directly home.

BULLYING /HARRASSMENT/HAZING/CIVIL RIGHTS VIOLATIONS

The Complete Bullying Prevention Intervention Plan can be found on the Hopedale District Website

Bullying

Bullying is the repeated use by one or more students or staff member of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that: (i) causes physical or emotional harm to the victim or damage to the victim's property; (ii) places the victim in reasonable fear of harm to himself or of damage to his property; (iii) creates a hostile environment at school for the victim; (iv) infringes on the rights of the victim at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school. For the purposes of this section, bullying includes cyber-bullying.

Cyber-bullying

Cyber-bullying is bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. Cyber-bullying shall also include (i) the creation of a web page or blog in which the creator assumes the identity of another person or (ii) the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying. Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of

material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying.

Hostile Environment

A hostile environment is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule or insult that is sufficiently severe or pervasive to alter the conditions of the student's education.

Harassment

Harassment is unwelcome behavior of a physical, written, or verbal nature, which is either repeated or severe, and which creates a hostile, humiliating, intimidating and offensive educational environment. Harassment is a form of discrimination.

Harassment – Confidential Complaint Form

It is the policy of the Hopedale School District that all of its students be free from harassment. The district takes charges of harassment seriously because of both the harm caused to the person harassed and the potential sanctions that may be imposed against the harasser. The district will make every effort to protect the due process rights of the victim and the alleged harasser. Complaint investigation procedures will be uniform for all grade levels.

Confidential harassment forms are available in the guidance office. The complainant should provide as much information as possible so that the complaint may be properly investigated. Report the facts as accurately and completely as possible and cooperate with the person(s) designated to investigate the complaint. Return the form to your guidance counselor. The complainant may contact the District's Non-Discrimination Contact Person, Karen Cosgrove, at 508-488-5508.

Bullying – Anonymous Report Form

We believe students have the right to go to school and they have the right to feel safe, valued and respected. According to the Massachusetts Attorney General, "Bullying typically involves intense or continuous aggression which can be direct or indirect and which may be physical, verbal, gestural or non-verbal. The intent is always negative and malicious and there is frequently a power imbalance between the parties involved. The impact on targets can be substantial, resulting in negative long term emotional, physical and academic consequences."

It is the policy of the Hopedale School District that all of its students be free from bullying. The district takes allegations of bullying very seriously. The district will make every effort to protect the due process rights of the target and the aggressor. Bullying investigations will be thorough, documented, and procedures will be uniform for all grade levels.

Upon investigation and determination that bullying or retaliation has occurred, the principal shall promptly notify the parents of the target and the aggressor of the determination and the school district or school's procedures for responding to the bullying or retaliation. The principal shall inform the target's parent of actions that school officials will take to prevent further acts of bullying or retaliation. Nothing in 603 CMR 49.05 prohibits the principal from contacting a parent of a target or aggressor about a report of bullying or retaliation prior to a determination that bullying or retaliation has occurred.

The anonymous reporting form can be found on the Hopedale Jr./Sr. High School website. The reporter should provide as much information as possible so that the complaint may be properly investigated. Report the facts as accurately and completely as possible and cooperate with the person(s) designated to investigate the complaint. The form can be submitted online. Please refer to the Bullying and Harassment Policy (JICFB) for the procedures regarding the investigation, resolution and protocol for investigating complaints.

Sexual Harassment Policy

Sexual harassment is considered a form of sexual discrimination and is, therefore, illegal under state and federal statutes. Title IX of the Education Amendments of 1992 prohibits sexual discrimination in education and is reinforced by Massachusetts State Law. It is the policy of the Hopedale School Committee to provide a learning and working atmosphere for students, employees and visitors free from sexual harassment. It is a violation of this policy for any administrator, teacher or other employee, or any student to engage in or condone sexual harassment. Sexual harassment includes sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature when:

- 1) Acceptance of or submission to such conduct is made either explicitly or implicitly a term or condition of employment or education.
- 2) The individual's response to such conduct is used as a basis for employment decisions affecting an employee or as a basis for educational, disciplinary or other decisions affecting a student.
- 3) Such conduct interferes with an individual's job duties, education, or participation in extra-curricular activities.
- 4) The conduct creates an intimidating, hostile, or offensive work or school environment. **It is the responsibility of every employee to recognize acts of sexual harassment and take every action necessary to ensure that the applicable policies and procedures of this school district are implemented.** Any individual who believes that they have been subjected to sexual harassment shall inform the Principal as soon as possible. The state agency responsible for enforcing laws prohibiting sexual harassment is the Massachusetts Commission Against Discrimination (MCAD), One Ashburton Place, Room 601, Boston, MA 02108. The federal agency responsible for such enforcement is Equal Opportunity Commission that is located at One Congress Street, Boston, MA 02114. Any employee or student who believes that he or she has been subjected to sexual harassment has the right to file a complaint and to receive prompt and appropriate handling of the complaint. In certain cases, the sexual harassment of a student may constitute child abuse under state law and require a report to the appropriate authorities. Further, all reasonable efforts shall be made to maintain the confidentiality and protect the privacy of all parties. Anyone who violates this policy will be subject to disciplinary action up to and including expulsion.

Hate Crimes

Hate crimes are crimes in which the perpetrator's conduct is motivated, in whole or in part, by hatred, bias, or prejudice against an individual's or group's actual or perceived race, color, national origin, ethnicity, religion, sexual orientation, disability, ~~or~~ gender, or gender identity.

Violation of the above behaviors may result in disciplinary action up to and including suspension.

ANTI-DISCRIMINATION/ANTI-HARASSMENT POLICY AND GRIEVANCE PROCEDURE

The Hopedale School District is committed to maintaining and promoting an educational environment free from all forms of discrimination, including harassment. The civil rights of all school community members are guaranteed by law, and the protection of those rights is of utmost importance and priority to the District. Discrimination, including harassment, on the basis of race, color, religion, national origin, ethnicity, genetic information or testing, sex, sexual orientation, gender identity, age, pregnancy, pregnancy related condition, or disability (hereinafter “membership in a protected class”) will not be tolerated. Retaliation against any student or other individual who has complained of discrimination, including harassment, or individuals who have cooperated with an investigation of such a complaint, is also unlawful and will not be tolerated. The District will promptly investigate, remedy any harm, seek to prevent recurrence of such conduct, and will also develop procedures to accomplish this end. This policy applies to conduct directed toward persons associated with the educational community by all other persons associated with the educational community including, but not limited to, students, District employees, the School Committee, school volunteers, and independent contractors.

I. What Is Discrimination, including Harassment?

A. Discrimination: Treating persons differently, or interfering with or preventing them from enjoying the advantages or privileges afforded to others because of their membership in a protected class.

B. Harassment: Oral, written, graphic, electronic, or physical conduct relating to a person’s actual or perceived membership in a protected class that is sufficiently severe, pervasive or persistent so as to interfere with or limit that person’s ability to participate in the District’s programs or activities by creating a hostile, humiliating, intimidating, or offensive educational environment.

- Harassing conduct based on a person’s protected status may include, but is not limited to: Degrading, demeaning, insulting, or abusive verbal or written statements;
- Taking personal belongings, taunting, teasing, name-calling, or spreading rumors;
- Drawing or writing graffiti, slogans, visual displays, or symbols on school or another’s property;
- Telling degrading or offensive jokes;
- Unwanted physical contact of any kind;
- Physical violence, threats of bodily harm, physical intimidation, or stalking; ● Threatening letters, emails, instant messages, or websites that come within the scope of the District’s disciplinary authority;
- Defacing, damaging, or destroying school or another’s property.

C. Sexual Harassment: Conduct on the basis of sex that satisfies one or more of the following:

- A school employee conditioning education benefits on participation in

- unwelcome sexual conduct (i.e. quid pro quo); or
- Unwelcome conduct that a reasonable person would determine is so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school's education program or activity; or
- Sexual assault (as defined in the Clery Act as: any sexual act directed against another person, without consent of the victim, including instances where the victim is incapable of giving consent), dating violence, domestic violence, or stalking (as defined in the Violence Against Women Act as: engaging in a course of conduct directed at a specific person that would cause a reasonable person to: (1) Fear for the person's individual safety or the safety of others; or (2) Suffer substantial emotional distress.).

Massachusetts General Laws Ch. 119, Section 51 A, requires that public schools report cases of suspected child abuse, immediately orally and file a report within 48 hours detailing the suspected abuse to the Department of Children and Families. For the category of sexual violence, in addition to Section 51A referrals these offences and 86 any other serious matters shall be referred to local law enforcement. Schools must treat seriously all reports of sexual harassment that meet the definition of sexual harassment

II. Responsibilities of all Persons Associated with Educational Community Each member of the educational community is personally responsible for ensuring that his/her conduct does not in any way harass or discriminate against any other person that he/she has contact with in the performance of his/her duties or studies or while acting as a member of the school community. In addition, each member of the educational community is required to fully cooperate in any investigation of alleged discrimination, including harassment. Further, District employees are obligated to intervene and stop any discrimination, including harassment they witness and to immediately report to the appropriate party instances of discrimination, including harassment that are reported to them or of which they otherwise learn.

III. Designated Officials for Addressing Discrimination and Harassment Complaints The Civil Rights Coordinator(s) and Title IX Coordinators are responsible for receiving reports and complaints of violations of this Policy. Individuals may file a report or complaint of discrimination, including harassment, with the Civil Rights Coordinator(s) and/or Title IX Coordinators. If the complaint involves allegations of discrimination based on disability, the person filing the complainant also has the option to file his/her complaint with the building level 504 coordinator. A report or complaint of a violation involving the Civil Rights Coordinator(s) and/or Title IX Coordinators should be filed with the Superintendent. A report or complaint of violation involving the Superintendent should be filed with the Committee.

The Civil Rights and Title VI Coordinator:
 Karen Cosgrove
 PPS Director
 25 Adin Street
 Hopedale, MA 01747

508-488-5508
kcosgrove@hopedaleschools.org

Title IX Coordinator:
Karen Cosgrove
PPS Director
25 Adin Street
Hopedale, MA 01747
508-488-5508
kcosgrove@hopedaleschools.org

The contact information for the Title IX Coordinator will always be prominently displayed on the school's website.

Section 504/Title II Coordinator:
Karen Cosgrove
PPS Director
25 Adin Street
Hopedale, MA 01747
kcosgrove@hopedaleschools.org

IV. Procedure for Reporting Discrimination and Harassment

The following complaint procedure has been established to ensure prompt and effective investigation into allegations of discrimination, including harassment.

A person who believes that he or she has been discriminated against, including being harassed may, to the extent that they feel comfortable, immediately:

1. confront the harasser(s) or person believed to be discriminating against him/her; 2. state the conduct that he/she objects to;
3. indicate that he/she finds such conduct offensive, intimidating and/or embarrassing;
4. insist that the person(s) engaging in the conduct stop the conduct immediately; and/or
5. report the conduct immediately to the Civil Rights Coordinator(s);

If the individual with the concern is not comfortable with such a confrontation, or feels that such a confrontation is unsafe and/or otherwise inappropriate, he/she should instead report the situation to the Civil Rights Coordinator(s). Reports/complaints are to be filed within ninety (90) days after the conduct complained of occurred or within the time the individual reasonably becomes aware of the conduct. (Note: this filing period may be extended for good cause.) Reports/complaints filed after ninety (90) days will still be accepted, however, it is important to know that the investigation may be impeded due to the passage of time after the conduct or occurrence. The report can be written or oral and should consist of the following: 1. the specific conduct objected to,

2. the date(s) and time(s) such conduct took place,
3. the name(s) of the alleged harasser(s) or person believed to be discriminating against them,

4. the location(s) where the conduct occurred,
5. the name(s) of any witness(es),
6. action sought to remedy the situation, and
7. any other details or information requested by the designated official.

The individual can contact the Civil Rights Coordinator(s) to file a report/complaint as well as to seek assistance in the filing of a report/complaint. If a report/complaint is filed, the person should provide the Civil Rights Coordinator(s) with any documentation (emails, notes, pictures, etc.) or other information in support of the allegation of discrimination, including harassment.

V. Investigation of Complaints

Upon receipt of a report or complaint, the Civil Rights Coordinator(s) should conduct a prompt investigation. The investigation must allow for the complainant, the subject of the complaint, the alleged harasser, and any other appropriate party to provide information, including witnesses or other evidence, relevant to the consideration and resolution of the complaint. The Civil Rights Coordinator(s) will also endeavor to promptly interview and obtain detailed written statements from potential witnesses. If further documentation or information is necessary, the Civil Rights Coordinator(s) will notify the appropriate party, asking that the information be provided within ten (10) school/working days.

The District will take interim steps, as necessary, to ensure the safety and well-being of the complainant and the alleged harasser while the investigation is being conducted. Interim measures are available even if the complainant does not file or continue to pursue a complaint. The Civil Rights Coordinator(s) shall notify the complainant and the alleged harasser of specific types of interim measures available, which may include measures to avoid contact with the other party, allowing employees to change work situations as appropriate, or prohibiting contact between the parties pending the results of the District's investigation.

At any time, a complainant or the alleged harasser may request either orally or in writing to the Civil Rights Coordinator that specific interim measures be taken pending the outcome of the investigation. A written determination regarding the complaint and any resolution will be provided by the Civil Rights Coordinator to the complainant and the alleged harasser within thirty (30) school/working days of the complaint. The determination of whether the District's antidiscrimination policy has been violated will be based upon a preponderance of the evidence standard.

The complainant or the alleged harasser may request reconsideration of the determination and/or resolution of a complaint by notifying the Superintendent in writing or verbally within seven (7) school/working days of receipt of the written determination of the Civil Rights Coordinator. The Superintendent or his/her designee will respond to such request with notice to both parties within (30) thirty school/working days of receipt of the request for reconsideration; his/her decision is final.

If a violation is found to have occurred, the District will take steps to prevent recurrence of the violation and correct its discriminatory effect on the person(s) affected. Such steps may include appropriate disciplinary action, counseling, development of a safety plan and other remedies, as appropriate.

VI. Consequences of Violating Policy - Discipline & Discharge

Any employee who violates this policy will be subject to disciplinary action consistent with the contractual provisions governing his/her employment. In appropriate circumstances, the District may also refer the matter to law enforcement officials for possible prosecution.

Any student who violates this policy will be subject to disciplinary action which may range from detention, suspension from schools, or expulsion from school. (Note: students with disabilities will be subject to the applicable disciplinary procedures set forth in the Students' Rights and Responsibilities District handbook, which adhere to Individuals with Disabilities Education Act and Section 504 of Rehabilitation Act of 1973.) In appropriate circumstances, the District may also refer the matter to law enforcement officials for possible prosecution.

VII. Confidentiality

Investigations of discrimination, including harassment complaints shall be conducted in such a manner as to disclose information only to those with a need to know or those who may have information pertinent to the investigation. Please note, some level of disclosure may be necessary in the course of conducting interviews in connection with investigation of any complaint under this policy. The District shall endeavor to keep such information as confidential as it can without compromising the thoroughness of the investigation.

VIII. State and Federal Authorities

In addition to the process described above, the complainant may, at any time, file a complaint with the U.S. Department of Education Office for Civil Rights, Massachusetts Commission Against Discrimination, Massachusetts Department of Elementary and Secondary Education, or other appropriate federal or state agency charged with enforcement of state and federal laws prohibiting discrimination, including harassment based on membership in a protected class.

U.S. Department of Education
Office for Civil Rights
5 Post Office Square 8th Floor,
Suite 900 Boston, MA 02109-3921
Telephone: (617) 289-0111
<http://www.ed.gov>

Massachusetts Commission Against Discrimination
436 Dwight St.,
2nd Floor, Rm.
220 Springfield, MA 01103
Telephone: (413) 739-2145

Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street Malden,
MA 02148-4906
Telephone: (781) 338-3000

Code of Conduct

CODE OF CONDUCT: Guidelines for Students, Parents, and Teachers

Purpose:

The purpose of this code of conduct is to provide students, parents, teachers, and administrators with a clear set of rules and expectations regarding student behavior in school. This code should be seen as a tool and a reference for parents, teachers, and administrators to use to teach and reinforce responsible student behavior. It is designed to assist administrators and staff to maintain a safe and effective learning environment for all students.

Parents are to contact Administration with any questions or concerns pertaining to student behavior and discipline.

Beliefs:

The Memorial School has established four basic rules upon which all other rules and guidelines are based. Students are expected to demonstrate:

- Respect for others
- Respect for ourselves
- Respect for property
- Respect for learning

These basic tenets establish the manner in which all students can and should conduct themselves on a daily basis in school.

We believe that all students are capable of following these basic rules. We hold high expectations for all students for their personal conduct and academic achievement.

Promoting Positive Student Conduct:

Parents and school personnel must work together in order to reduce inappropriate students behaviors in school. Early and ongoing communication must be established in order to provide students with consistent and effective behavior management. When problems arise, as they inevitably will, early and regular communication is the key to solving problems. On occasion a parent will disagree with the manner in which a teacher has addressed a student problem. When this happens it is essential that parents communicate directly with the teacher. This communication should be direct and immediate. A face-to-face parent-teacher conference is the most effective procedure for identifying the problem and generating solutions. In the event that this conference is not entirely successful, consultation with the principal and teacher is encouraged and advised.

Code of Conduct Programs

The goal of **PBIS** (Positive Behavior Interventions and Supports) is to prevent the development and intensifying of problem behaviors and maximize academic success for **all**

students.

“Attention is focused on creating and sustaining classroom and individual systems of support for all children.”

Sugai, Horner, & Todd 2000 (ver. 1.5)-p. 1

The specific programs described below are all key components of the PBIS overlay to create a common language and expectations for all school behavior.

Social Thinking

Superflex is more than a superhero -- it is a curriculum; a full-fledged strategy for teaching younger students how to regulate their behaviors. Professionals and parents alike use this teaching approach to build in students their own inner superheroic thinking to take on various challenges, as represented by Unthinkable cartoon characters, such as Glassman, Brain Eater and others.

Social Thinking strategies teach individuals:

- How their own social minds work
- Why they and others react and respond the way they do
- How their behaviors affect those around them

And from this, how behaviors are affecting their own emotions, responses to and relationships with others across different social contexts.

For individuals being treated, the objectives of these strategies include the ability

- to: -Recognize the different levels of their own and others' social minds;
- Navigate their behaviors for more rewarding social outcomes, which include considering how others perceive and respond to these behaviors;
- Learn to adapt to the people and situations around them, across contexts, from formal (classroom, workplace, etc.) to casual settings (hanging out, recess, etc.).

RRICK

R.R.I.C.K is our school mascot. He is Respectful, Responsible, Intelligent, Courageous, and Kind. He reminds the children and the teachers that the skills and strategies they learn about are practiced by all on a daily basis. RRICK Time is a portion of the school day when all teachers and students take time to discuss one of the core values of RRICK together as a class. School-Wide RRICK Time is held on a monthly basis.

Each student has the right to an education, but also the responsibility not to interfere with the education of others. Every student is responsible for how his/her actions affect his/her schoolmates.

We show Respect when we treat others as we want to be treated; respect the ideas and

opinions of others; respect school property and the property of others.

We show **Responsibility** when we follow school rules; do our personal best at work and play. We demonstrate **Intelligence** when we make good decisions, always strive to do our best, take responsibility for our actions and think before we act.

We are **Courageous** when we stand up for others, avoid negative peer pressure; do the right thing even when it is not the popular choice.

We show **Kindness**, when we help others without being asked; praise other's efforts; include someone who is alone.

Gotcha

A **GOTCHA** is given to students who are "caught" being like RRICK in their everyday, expected behavior. Every two weeks a **GOTCHA** raffle is held and one student from each grade wins a modest prize.

Conduct Referral

A **Conduct Referral** is given to students who have displayed inappropriate behavior. Upon receipt of the Conduct Referral, the Principal or Assistant Principal will meet with the child to review the incident and discuss more appropriate and responsible means of behaving. Parents will be notified via phone call or email when their child receives a Conduct Referral.

Promoting Positive Conduct

Parents and school personnel must work together in order to promote positive behavior and reduce inappropriate student behaviors in school. Early and ongoing communication must be established in order to provide students with consistent and effective behavior management. When problems arise, as they inevitably will, early and regular communication is the key to solving problems.

On occasion a parent will disagree with the manner in which a teacher has addressed a student problem. When this happens it is essential that parents communicate directly with the teacher. This communication should be direct and immediate. A face-to-face parent-teacher conference is the most effective procedure for identifying the problem and generating solutions. In the event that this conference is not entirely successful, consultation with the principal and teacher is encouraged and advised.

Student Behaviors

These behaviors and rules may apply to all areas of school life, including the classroom,

bathrooms, cafeteria, recess, and the bus.

Click on the titles below for descriptions and information.

Minor Behaviors

Serious Behaviors

Major Misbehaviors

Other Provisions

Interventions or Consequences

Minor Behaviors

Students may engage in behavior that while inappropriate, is viewed as short term and minimally disruptive. In order to address these infractions, teachers shall develop a set of classroom rules that are easily visible to all students. These rules shall be taught to students and shall be communicated to them assertively and with positive expectation. Should it become necessary to use consequences to enforce these rules, teachers shall choose the least authoritative consequence that is effective in dealing with the behavior. Teacher judgment in administering consequences should take into account the age of the children, and the frequency and severity of the behavior.

Common examples of these behaviors include:

- Running in the hallways
- Inappropriate clothing or wearing hats
- Gum Chewing
- Being rude to another student
- Talking while the teacher is talking
- Being loud in the hallway
- Interrupting
- Inappropriate and/or negative comments, especially during a lesson
- Playing with objects during a lesson
- Running in the classroom
- Violating agreed to classroom rules
- Not telling the truth
- Pushing in line or other disruptive line behavior

Serious Behaviors

This behavior is defined as highly disruptive which may impose on the rights or welfare of others. This is behavior that requires immediate and strong action on the part of adults in the building. Teachers may provide the initial consequences, but repeated offenses could result in the student being sent to the Principal/Assistant

Principal for more severe consequences. Records will be kept by the Principal concerning students sent to the office for discipline. Examples of this behavior include:

- Excluding other children for the purpose of hurting them
- Laughing at another student's answer in a way that is belittling ○
- Selling or trading of expensive toys or cards
- Inappropriate clothing that disrupts the learning environment
- Swearing or use of vulgar language
- Ignoring or talking rudely to adults
- Insults, put-downs, teasing or saying intentionally hurtful things to others ○
- Throwing food
- Cheating
- Non-compliance with the reasonable requests of adults
- Inappropriate touching of others, invading their personal space or spitting ○
- Playing rough at recess
- Disrespect for another student's property
- Hallway or bathroom behavior that disrupts the learning environment
- Walking out of class without permission
- The use of cell phones during the school day
- The use of toys or electronic games during learning time
- Inappropriate use of Nooks and Kindles
- Disrupting the classroom (repeated)
- Unauthorized possession of medication

Major Misbehaviors

This behavior is defined as behavior which clearly violates the rights of others to an orderly and safe learning environment. Reaction should be immediate and significant. Although the teacher might be able to handle this behavior and administer consequences, the Principal/Assistant Principal must be informed and in most cases will intervene in the situation. Records will be kept by the Principal concerning students sent to the office for discipline. Examples of this behavior include:

- * Use of sexually explicit language or sexual harassment of other students
- * Intentional physical hurting of others resulting in serious injury
- * Fighting
- * Discriminatory language (including sexual, racial, religious, or homophobic comments, or negative comments regarding those with disabilities)
- * Derogatory or degrading language
- * Stealing or the deliberate destruction of the property of others
- * Leaving school without permission

- * Blatant and/or intentional disregard of the reasonable requests of adults
- * Bullying (threats, intimidation, or physical violence directed at others)
- * Any illegal activity

DUE PROCESS FOR SUSPENSIONS NOTICE OF PROPOSED SUSPENSION

Except in the case of an emergency removal or disciplinary offense defined under M.G.L. c. 71, §§37H or 37H1/2 or an in-school suspension as defined by 603 CMR 53.02(6), the school shall provide the student and parent/guardian with written and oral notice of the proposed out-of-school suspension, an opportunity to be heard at hearing, and the opportunity to participate at the hearing. Notice shall set forth in plain language:

- A. the disciplinary offense;
- B. the basis for the charge;
- C. the potential consequences, including the potential length of the student's suspension;
- D. the opportunity for the student to have a hearing with the principal concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent/guardian to attend the hearing;
- E. the date, time, and location of the hearing;
- F. the right of the student and student's parent/guardian to interpreter services at the hearing if needed to participate;

The principal shall make reasonable efforts to notify the parent/guardian orally of the opportunity to attend the hearing. In order to conduct a hearing without the parent/guardian present, the principal must be able to document reasonable efforts to include the parent/guardian. Reasonable effort is presumed if the principal sent written notice and documented at least two attempts to contact the parent/guardian in the manner specified by the parent/guardian for emergency situations.

All written communications regarding notice of proposed suspension shall be either by hand delivery or delivered by first-class mail, certified mail, or email to the address provided by the parent/guardian for school communications (or other method agreed to by the principal and parent/guardian) in English, and in the primary language in the home if other than English, or other means of communication where appropriate.

SHORT-TERM SUSPENSIONS: HEARING AND PRINCIPAL DETERMINATION

A short-term suspension is the removal of the student from the school premises and regular classroom activities for ten (10) consecutive days or less. Out-of-

school short-term suspensions which do not cumulatively over the course of the school year exceed ten (10) days of suspension shall be conducted in accordance with this section.

Principal Hearing. The purpose of the hearing with the principal is to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student has committed the disciplinary offense, the basis for the charge, and any other pertinent information. The student shall have an opportunity to present information, including mitigating facts. A parent/guardian present at the hearing shall have the opportunity to discuss the student's conduct and offer information, including mitigating circumstances.

Based on the available information, including mitigating circumstances, the principal will make a determination whether the student committed the disciplinary offense, and if so, the consequence. The principal will provide notification in writing of his/her determination in the form of an update to the student and parent/guardian, and provide reasons for the determination. If the student is suspended, the principal shall inform the parent/guardian of the type and duration of the suspension, and shall provide an opportunity for the student to make up assignments and other school work as needed to make academic progress during the period of removal.

If the student is in grades pre-k through 3, the principal shall send his/her determination to the superintendent and explain the reasons prior to imposing an out-of-school suspension, before the short-term suspension takes effect. All written communications regarding the hearing and principal determination shall be either hand delivery or delivered by first-class mail, certified mail, or email to the address provided by the parent/guardian for school communications (or other method agreed to by the principal and parent/guardian) in English, and in the primary language in the home if other than English, or other means of communication where appropriate.

LONG-TERM SUSPENSIONS: HEARING AND PRINCIPAL DETERMINATION

A long-term suspension is the removal of a student from the school premises and regular classroom activities for more than ten (10) consecutive school days, or for more than ten (10) school days cumulatively for multiple disciplinary offenses in any school year. The purpose of the hearing with the principal is to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student has committed the disciplinary offense, the basis for the charge, and any other pertinent information. The student shall have an opportunity to present information, including mitigating facts, that the principal will consider in determining whether alternatives to suspension such as loss of privileges, detention, an apology, a

student contract, restitution, and/or probation are appropriate.

Additionally, the student shall have the following additional rights:

1. In advance of the hearing, the opportunity to review the student's record and the 2. documents upon which the principal may rely in making a determination to suspend the student or not;
3. the right to be represented by counsel or a lay person of the student's choice, at the student's and or parent's/guardian's expense;
4. the right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so and the right to cross-examine witnesses presented by the school district;
5. the right to request that the hearing be recorded by the principal. All participants shall be informed that the hearing is being recorded by audio. A copy of the audio recording will be provided to the student or parent/guardian upon request.

Based on the evidence submitted at the hearing the principal shall make a determination as to whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension (the use of evidence-based strategies and programs, such as mediation, conflict resolution, restorative justice, and positive interventions and supports) what remedy or consequence will be imposed. If the principal decides to impose a long-term suspension, the written determination shall:

1. Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;
2. Set out key facts and conclusions reached by the principal;
3. Identify the length and effective date of the suspension, as well as a date of return to school;
4. Include notice of the student's opportunity to receive a specific list of education services to make academic progress during removal, and the contact information of a school member who can provide more detailed information.
5. Inform the student of the right to appeal the principal's decision to the superintendent or his/her designee (only if a long-term suspension has been imposed) within five (5) calendar days, which may be extended by parent/guardian request in writing an additional seven (7) calendar days.

The long-term suspension will remain in effect unless and until the superintendent decides to reverse the principal's determination on appeal. If the student is in grades pre-k through grade 3, the principal shall send his/her determination to the superintendent and explain the reasons prior to imposing an out-of-school suspension, whether short-term or long-term, before the suspension takes effect. All written communications regarding the hearing and principal determination shall be either hand delivery or delivered by first-class mail, certified mail, or email to the provided by the parent/guardian for school communications (or other method

agreed to by the principal and parent/guardian) in English, and in the primary language in the home if other than English, or by other means of communication where appropriate.

APPEAL OF LONG-TERM SUSPENSION

A student who is placed on a long-term suspension shall have the right to appeal the principal's decision to the superintendent if properly and timely filed. A good faith effort shall be made to include the parent/guardian at the hearing. The appeal shall be held within three (3) school days of the appeal, unless the student or parent/guardian requests an extension of up to seven (7) additional calendar days, which the superintendent shall grant. The student and parent/guardian shall have the same rights afforded at the long-term suspension principal hearing. Within five (5) calendar days of the hearing the superintendent shall issue his/her written decision which meets the criteria required of the principal's determination. If the superintendent determines the student committed the disciplinary offense, the superintendent may impose the same or a lesser consequence than that of the principal. The superintendent's decision shall be final.

EMERGENCY REMOVAL

A student may be temporarily removed prior to notice and hearing when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school and, in the principal's judgment, there is no alternative available to alleviate the danger or disruption. The temporary removal shall not exceed two (2) school days, following the day of the emergency removal.

During the emergency removal the principal shall make immediate and reasonable efforts to orally notify the student and student's parent/guardian of the emergency removal and the reason for the emergency removal.

The principal may not remove a student from school on an emergency basis for a disciplinary offense until adequate provisions have been made for the student's safety and transportation. The principal shall also provide the due process requirements of written notice for suspensions and provide for a hearing which meets the due process requirements of a long-term suspension within the two (2) school day time period, unless an extension of time for the hearing is otherwise agreed to by the principal, student, and parent/guardian.

A decision shall be rendered orally on the same day as the hearing, and in writing no later than the following school day. The decision shall meet all of the due process requirements of a principal's determination in a long-term suspension.

IN-SCHOOL SUSPENSION UNDER 603 CMR 53:02(6) & 603 CMR 53.10

In-school suspension is defined as the removal of a student from regular classroom activities, but not the school premises, for not more than ten (10) consecutive school days, or no more than ten (10) 35 school days cumulatively for multiple

infractions over the course of the school year.

A Principal may impose an in-school suspension as defined above according to the following procedures: The principal shall inform the student of the disciplinary offense charged and the basis for the charge, and provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident. If the principal determines that the student committed the disciplinary offense, the principal shall inform the student of the length of the student's in-school suspension, which shall not exceed ten (10) days, cumulatively or consecutively, in a school year.

On the same day as the in-school suspension decision, the principal shall make reasonable efforts to notify the parent orally of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the in-school suspension. The principal shall also invite the parent to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. Such meeting shall be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the principal is unable to reach the parent after making and documenting at least two (2) attempts to do so, such attempts shall constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension.

The principal shall send written notice to the student and parent about the in-school suspension, including the reason and the length of the in-school suspension, and inviting the parent to a meeting with the principal for the purpose set forth above, if such meeting has not already occurred. The principal shall deliver such notice on the day of the suspension by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or by other method of delivery agreed to by the principal and the parent.

SUSPENSION OR EXPULSION FOR DISCIPLINARY OFFENSES UNDER M.G.L. 71 §§37H and 37H1/2

The due process notification and hearing requirements in the preceding sections do not apply to the following disciplinary offenses:

- Possession of a dangerous weapon, possession of a controlled substance, or assault of staff. A student may be subject to expulsion if found in possession of a dangerous weapon, possession of a controlled substance, or the student assaults a member of educational staff, and the principal determines the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The Principal shall notify the student and parent(s)/guardian(s) in writing of the opportunity for a hearing, and the right to have representation at the hearing, along with the opportunity to present evidence and witnesses. After said hearing, a principal may, in his/her discretion, decide to levy a suspension rather than expulsion. A student expelled for such an infraction

shall have the right to appeal the decision to the Superintendent. The expelled student shall have ten (10) days from the date of the expulsion in which to notify the Superintendent of his/her appeal. The student has the right to counsel at the hearing before the Superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student was guilty of the alleged offense.

- Felony complaint or issuance of felony delinquency complaint Upon the issuance of a criminal complaint charging a student with a felony, or the issuance of a felony delinquency complaint against a student, the Principal may suspend a student for a period of time determined appropriate by the Principal if the Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The Principal shall notify the student in writing of the charges, the reasons for the suspension (prior to such suspension taking effect), and the right to appeal. The Principal will also provide the student and parent(s)/guardian(s) the process for appealing the suspension to the Superintendent. The request for appeal must be made in writing within five (5) calendar days. The hearing shall be held within three (3) days of the request. The suspension shall remain in effect prior to any appeal hearing before the Superintendent. At the hearing, the student shall have the right to present oral and written testimony, and the right to counsel. The Superintendent has the authority to overturn or alter the decision of the Principal. The Superintendent shall render a decision on the appeal within five (5) calendar days of the hearing.

- Felony conviction or adjudication/admission in court of guilt for a felony or felony delinquency The Principal may expel a student convicted of a felony, or has an adjudication or admission of guilt regarding a felony, if the Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and reasons for the proposed expulsion. The student shall also receive written notification of his right to appeal the decision to the Superintendent, as well as the appeal process. The expulsion shall remain in effect prior to any appeal hearing conducted by the Superintendent. The student shall notify the Superintendent in writing of his/her request for an appeal the decision no later than five (5) calendar days following the date of the expulsion. The Superintendent hearing shall be held with the student and parent(s)/guardian(s) within three (3) calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony, and shall have the right to counsel. The Superintendent has the authority to overturn or alter the decision of the Principal. The Superintendent shall render a decision on the appeal within five (5) calendar days of the hearing. Any student expelled from school for such an offense shall be afforded an opportunity to receive educational services and make academic progress.

SCHOOL-WIDE EDUCATION SERVICE PLAN FOR STUDENTS ON SHORT-OR LONG-TERM SUSPENSION

1. Any student who is serving an in-school suspension, short-term suspension, long-term suspension, or expulsion shall have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom or school. The principal shall inform the student and parent of this opportunity in writing when such suspension or expulsion is imposed.

2. Any student who is expelled or suspended from school for more than ten consecutive days, whether in school or out of school, shall have an opportunity to receive education services and to make academic progress toward meeting state and local requirements, through the school-wide education service plan.

3. Each school has a process for developing school-wide education service plans for education services that the school district will make available to students who are expelled or suspended from school for more than ten consecutive days. Each plan is individualized to the needs of each student and is developed in collaboration with the guidance department, special education department, and classroom teachers, as applicable. Students and their parents will be notified of the process for developing and arranging such services at the time of suspension/expulsion. Education services shall be based on, and be provided in a manner consistent with, the academic standards and curriculum frameworks established for all students under M.G.L. c 69, §§ 1D and 1F.(4) Notice of Education Services for Students in Long-Term Suspension and Expulsion; Enrollment Reporting

a. The principal shall notify the parent and student of the opportunity to receive education services at the time the student is expelled or placed on long-term suspension. Notice shall be provided in English and in the primary language spoken in the student's home if other than English, or other means of communication where appropriate. The notice shall include a list of the specific education services that are available to the student and contact information for a school district staff member who can provide more detailed information.

b. For each student expelled or suspended from school for more than ten consecutive days, whether in school or out of school, the school district shall document the student's enrollment in education services. For data reporting purposes, the school shall track and report attendance, academic progress, and such other data as directed by the Department.

DISCIPLINE OF STUDENTS WITH DISABILITIES (IEP/504)

Procedures for suspensions of students with disabilities, students on 504 Accommodation Plans, and students not yet determined eligible for special education when suspensions exceed 10 consecutive school days or a pattern has developed for suspensions exceeding 10 cumulative days; responsibilities of the Team; responsibilities of the district.

1. A suspension of longer than 10 consecutive days or a series of suspensions that are shorter than 10 consecutive days but 38 constitute a pattern are considered to represent a change in placement.
2. When a suspension constitutes a change of placement of a student with disabilities, district personnel, the parent, and other relevant members of the Team, as determined by the parent and the district, convene within 10 days of the decision to suspend to review all relevant information in the student's file, including the IEP, any teacher observations, and any relevant information from the parents, to determine whether the behavior was caused by or had a direct and substantial relationship to the disability or was the direct result of the district's failure to implement the IEP – "a manifestation determination."
3. If district personnel, the parent, and other relevant members of the Team determine that the behavior is NOT a manifestation of the disability, then the suspension or expulsion may go forward consistent with policies applied to any student without disabilities, except that the district must still offer: a. services to enable the student, although in another setting, to continue to participate in the general education curriculum and to progress toward IEP goals; and b. as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, to address the behavior so that it does not recur.
4. Interim alternative educational setting. Regardless of the manifestation determination, the district may place the student in an interim alternative educational setting (as determined by the Team) for up to 45 school days a. on its own authority if the behavior involves weapons or illegal drugs or another controlled substance or the infliction of serious bodily injury on another person while at school or a school function or, considered case by case, unique circumstances; or b. on the authority of a hearing officer if the officer orders the alternative placement after the district provides evidence that the student is "substantially likely" to injure him/herself or others. Characteristics. In either case, the interim alternative education setting enables the student to continue in the general curriculum and to continue receiving services identified on the IEP, and provides services to address the problem behavior.
5. If district personnel, the parent, and other relevant members of the Team determine that the behavior IS a manifestation of the disability, then the team completes a functional behavioral assessment and behavioral

intervention plan if it has not already done so. If a behavioral intervention plan is already in place, the Team reviews and modifies it, as necessary, to address the behavior. Except when he or she has been placed in an interim alternative educational setting in accordance with part 4, the student returns to the original placement unless the parents and district agree otherwise or the hearing officer orders a new placement.

6. Not later than the date of the decision to take disciplinary action, the school district notifies the parents of that decision and provides them with the written notice of procedural safeguards. If the parent chooses to appeal or the school district requests a hearing because it believes that maintaining the student's current placement is substantially likely to result in injury to the student or others, the student remains in the disciplinary placement, if any, until the decision of the hearing officer or the end of the time period for the disciplinary action, whichever comes first, unless the parent and the school district agree otherwise. Procedural requirements applied to students not yet determined to be eligible for special education.

A. If, prior to the disciplinary action, a district had knowledge that the student may be a student with a disability, then the district makes all protections available to the student until and unless the student is subsequently determined not to be eligible. The district may be considered to have prior knowledge if:

- a. The parent had expressed concern in writing; or
- b. The parent had requested an evaluation; or
- c. District staff had expressed directly to the special education director or other supervisory personnel specific concerns about a pattern of behavior demonstrated by the student. The district may not be considered to have had prior knowledge if the parent has not consented to evaluation of the student or has refused special education services, or if an evaluation of the student has resulted in a determination of ineligibility.

B. If the district had no reason to consider the student disabled, and the parent requests an evaluation subsequent to the disciplinary action, the district must have procedures consistent with federal requirements to conduct an expedited evaluation to determine eligibility.

C. If the student is found eligible, then he/she receives all procedural protections subsequent to the finding of eligibility. Expulsion
Expulsion is the permanent exclusion of a student from (1) attending a public school in Hopedale, and (2) participating in any school-associated activity.

Other Provisions

The State specifies particular aspects of student behavior that are so unacceptable as to warrant State Laws regarding their consequences. What follows are three mandates in the General Laws of the Commonwealth that may pertain to elementary age students. These concern weapons, substance abuse, and student hazing. a. Students are prohibited from being in possession of dangerous weapons, including, but not limited to, a gun, knife, fireworks or other explosive devices. This provision applies to “toy guns” or other pretend weapons, and shall apply to all school premises, the school bus or school related and school sponsored events. **Violation of this rule may result in suspension and/or expulsion from school** by the Principal or Superintendent of Schools.

b. This rule shall apply to all school premises, the school bus or school related and school sponsored events. Students suspected of being in possession of or under the influence of such substances shall be reported to the Principal. Parents will be immediately contacted, and in the case of illegal activities, the police will also be contacted. **Possible consequences include in-school or out of school suspension.**

c. Students are prohibited from engaging in “hazing” behavior. Hazing is described as “any conduct or method of initiation into any student organization, which willfully or recklessly endangers the physical or mental health of others”. Any student organizing, engaging in or promoting this activity shall be disciplined in a manner commensurate with the seriousness, degree of involvement, and age of the student. **Possible consequences include office detention, in-school or out of school suspension.**

d. Any student who has been suspended and/or expelled from school pursuant to these provisions shall have the right to appeal to the principal and or superintendent as outlined in the School Committee policies. Please note all school committee policies are available at the school office.

Video Surveillance

Memorial Elementary School employs the use of video cameras on School District property to ensure the health, welfare and safety of all staff, students and visitors to District property, and to safeguard District facilities and equipment. Video cameras may be used in locations as deemed appropriate by the Administration.

Notice is hereby given that video surveillance may occur on District property. In the event a video surveillance recording captures a student or other building user violating school policies or rules or local, state or federal laws, the video surveillance recording may be used in appropriate disciplinary proceedings against the student or other building user and may also be provided to law enforcement agencies.

Bullying and Harassment

On May 3, 2010, Governor Patrick signed an *Act Relative to Bullying in Schools*. This new law prohibits bullying and retaliation in all public and private schools, and requires schools and school districts to take certain steps to address bullying incidents. Relevant sections of the law (M.G.L. c. 71 370) are described below.

These requirements will be included in the Hopedale Public Schools Bullying Prevention and Intervention Plan, which is located on our school website and available in the Memorial School office. The Plan will include the requirements of the new law, and also information about the policies and procedures that Hopedale will follow to prevent bullying and retaliation, or to respond to it when it occurs.

Definitions

Aggressor is a student who engages in bullying, cyber bullying, or retaliation.

Bullying is the repeated use by one or more students of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that: (i) causes physical or emotional harm to the target or

damage to the target's property, (ii) places the target in reasonable fear of harm to himself/herself or of damage to his/her property; (iii) creates a hostile environment at school for the target; (iv) infringes on the rights of the target at school, or (v) materially and substantially disrupts the education process or the orderly operation of a school. Bullying includes cyber-bullying.

Cyber-bullying is bullying through the use of technology or any electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings.

Hostile Environment is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule or insult that is sufficiently severe or pervasive to alter the conditions of the student's education.

Target is a student against whom bullying, cyber-bullying, or retaliation has been perpetrated.

Retaliation is any form of intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

Prohibition Against Bullying

Bullying is prohibited:

- on school grounds
- on property immediately adjacent to school grounds
- at a school-sponsored or school-related activity, function, or program, whether it takes place on or off school grounds
- at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school
- through the use of technology or an electronic device that is owned, leased or used by the Hopedale Public Schools (for example, on a computer or over the Internet)
- at any program or location that is not school-related, or through the use of personal technology or electronic device, if the bullying creates a hostile environment at school for the target, infringes on the rights of the target at school, or materially and substantially disrupts the education process of the orderly operation of a school

Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying is prohibited.

Reporting Bullying

Anyone, including a parent or guardian, student, or school staff member, can report bullying or retaliation. Reports can be made in writing or orally to the principal or another staff member, or reports may be made anonymously.

Mr. Brian Miller, Principal (508) 634-2214
 bmiller@hopedaleschools.org

Mrs. Donna Hennessy, Assistant Principal (508) 634-2214,
 dhennessy@hopedaleschools.org

Mrs. Kathryn Atchue, Team Chairperson (508) 634-2214
 katchue@hopedaleschools.org

School staff members must report immediately to the principal or his designee if they witness or become aware of bullying or retaliation. Staff members include, but are not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to an extracurricular activity, or paraprofessionals. When the school principal or his designee receives a report, he/she shall promptly conduct an investigation. If the school principal determines that bullying or retaliation has occurred, he/she shall (i) notify the parents or guardians of the target, and to the extent consistent with state and federal law, notify them of the action taken to prevent any further acts of bullying or retaliation; (ii) notify the parents or guardians of an aggressor; (iii) take appropriate disciplinary action; and (iv) notify the local law enforcement agency if the school principal believes that criminal charges may be pursued against the aggressor.

Professional Development

The district must provide ongoing professional development to increase the skills of all staff members to prevent, identify, and respond to bullying.

The content of such professional development is to include, but not be limited to: (i) developmentally appropriate strategies to prevent bullying incidents; (ii) developmentally appropriate strategies for immediate, effective interventions to stop bullying incidents; (iii) information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witness to the bullying; (iv) research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment; information on the incidence and nature of cyber bullying; and (vi) Internet safety issues as they relate to cyber-bullying.

Student Records

Under both state and federal law parents and student have rights related to student records, including rights to access records and rights to confidentiality of records. Both the Family Educational Rights and Privacy Act ("FERPA") and the Massachusetts Student Records' Regulations apply to all public schools. They are designed to ensure parents' and students' rights regarding *confidentiality*, *inspection*, *amendment*, and *destruction* of student records, and to assist school authorities in their responsibilities for the maintenance of student records. The Hopedale Public School policy complies with all state and federal statutes and regulations regarding student records. A copy of this policy is available in the Office of the Superintendent or Building Principal. A copy of the current Massachusetts regulations is available on the Massachusetts Department of Education website (www.doe.mass.edu). The regulations apply to all information kept by a school committee on a student in a manner such that he/she may be individually identified. The regulations divide the record into two

sections: the transcript and the temporary record. The transcript includes only the minimum information necessary to reflect the student's educational progress and to operate the educational system. This information includes name, address, course titles, grades, and grade level completed. This transcript is kept by the school system for at least sixty (60) years after the student leaves the system.

The temporary record contains the majority of the information maintained by the school about the student. This may include such things as standardized test results, class rank, school-sponsored extracurricular activities, and evaluation and comments by teachers and counselors and other persons, as well as other similar information. The temporary record is destroyed seven (7) years after the student leaves the school system. Notice of this practice will also be provided at the time the student transfers, graduates, or withdraws. The public/private special education program shall keep current and complete files for each publicly funded enrolled student and shall manage such files consistent with the Massachusetts Student Record Regulations (630 CMR 23.00) and (MGL Chapter 71, Section 34H).

The following is a list and link to information regarding major parent and student rights regarding their records, as provided by the Regulations pertaining to students records.

[Inspection of Records](#)

[Confidentiality of Records](#)

[Amendment of Records](#)

[Destruction of Records](#)

[Transfer of Records](#)

[Access to Student Records for Non-Custodial Parent](#)

Inspection of Records

A parent of a student, or a student who is at least 14 years old, has the right to inspect all portions of the student record upon request: a) The record must be made available to the parent or student as soon as is practicable, but no later than ten (10) days from the date of request; b) The parents and student have the right to receive copies of any part of the record, although a reasonable fee may be charged for the cost of duplicating materials; c) The parent and student may request to have parts of the record interpreted by a qualified professional of the school, or may invite anyone else of their choosing to inspect or interpret the record with them; d) pursuant to MGL Chapter 71, Section 34H, *as amended*, divorced or legally separated parents/guardians who do not have physical custody of their child have guidelines that apply before they can be allowed access to their child's records and school information. These guidelines are described in another section.

Confidentiality of Records

Except for the situations outlined in the Regulations, no individuals (or organizations) but the parents, eligible student, and authorized school personnel are allowed to have access to information in the student record without the specific, informed written consent of the parent

or eligible student. In addition, any person inspecting or releasing information in the temporary record must note which portion was inspected or released and for what purpose in a log kept as part of the temporary record.

Amendment of Records

The parent and student have the right to add relevant comments, information, or other written materials to the student record. In addition, the parent and student have the right to request that information in the record be amended or deleted. The parent and student have the right to a conference with the Building Principal to make their objections known. Within a week after the conference the Principal must render a decision in writing. If the parents and student are not satisfied with decision, the Regulations contain provisions through which the decision may be appealed in writing to higher authorities in the school system. In Hopedale, this appeal would first be to the Director of Pupil Personnel Services and then to the Superintendent.

Destruction of Records

The Regulations require that the temporary record be destroyed seven (7) years after students leave the school system. School authorities are also allowed to destroy misleading, outdated, or irrelevant information in the record from time to time while the student is enrolled in the school system. Before any such information may be destroyed, the parent and student must be notified and have an opportunity to receive a copy of any of the information before its destruction.

Transfer of Records

In accordance with the 603CMR28.07 (4) (g), the student record may be forwarded to a school to which a student seeks or intends to transfer without a student's or parent's consent. When records are requested and transferred, parents will be notified. Regulations provide that the parent may request a copy of the records transferred and may ask for a Hearing to challenge the content of the record at this point. Such request should be addressed in writing to the Building Principal, as noted in the *Amendment of Record* section.

Non-Custodial Parent Access

As set forth in 603CMR23.07(5), an amendment to the Student Records' Regulations, non-custodial parents are eligible to obtain access to their children's student records unless the school or district has been given documentation in the form of a legal document that

specifies one or more of the following limitations to access:

1. The non-custodial parent has been denied legal custody based on a threat to the safety of the student or to the custodial parent, or
2. The non-custodial parent has been denied visitation or has been ordered to supervised visitations, or
3. The non-custodial parent's access to the student or the custodial parent has been restricted by a temporary or permanent protective order, unless the order or any subsequent court order specifically allows access to student record information.

The complete text of the amended regulations is available on the Department of Education website, (www.doe.mass.edu/lawsregs/).